



## Nurturing to Learn

### Behaviour policy and statement of behaviour principles

#### Nurturing to Learn

Elms School is a nurturing place of learning that has high expectations for all.

Our therapeutic approaches nurture students so they form relationships and to learn to;

- self-regulate
- demonstrate respect
- take responsibility
- understand their and others' emotions

Our curriculum enriches the experiences of our students, develops independence and promotes collaboration.

## **1 Aims, Principles and Commitment**

### **1.1 Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations of behaviour and consequences of unacceptable behaviour
- Provide a framework that while considering the consequences of behaviour in a case-by-case basis, has regard to perceived fairness
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### **1.2 Principles**

Elms School implements these core principles:

**The importance of Climate & Ethos:** Meeting our pupils SEMH needs is everyone's responsibility. Staff and volunteers always set an excellent example to pupils.

**The Importance of relationships:** The development of positive and respectful relationships within our school is a priority

**The importance of building protective factors:** All aspects of school life are focused on building proactive factor within our pupils. Pupils are helped to self-regulate, demonstrate respect, take responsibility and understand their and others' emotions.

**The importance of viewing behaviour in context:** We recognise that interactions with others and the context in which actions take place can have a significant impact on shaping behaviour

**The importance of exploring the communication function of behaviour:** We recognise all behaviour has a communicative function

**The importance of maintaining clear boundaries around behaviour:** Elms School has high expectations of all our pupils. Every child has a right to an education. All pupils, staff and visitors are free from any form of discrimination. Rewards and consequences are used in line with the behaviour policy.

**The importance of a 'joined up' approach to support our pupils with their SEMH needs:** Encouraging parental and carer engagement is crucial to implement effective support. Families are involved in behaviour incidents to foster good relationships,

**The importance of being non-judgemental:** We understand that behaviours are an indication of emotion, and therefore not all behaviours are chosen. We try to make sense of behaviour and avoid responses that might make our pupils feel shame. We respond in an empathetic and caring manner and give opportunities for pupils to repair. Every pupil understands they have the right to feel safe, valued and respected.

### **1.3 Commitment**

Our school is committed to education practices which Protect, Relate, Regulate and Reflect

**Protect:** This includes increased safety clues in all aspects of the school day. Our staff are trained in PACE modes of interaction, using playfulness, acceptance, curiosity and empathy through Thrive training. Our staff ensure that interactions with children are socially engaging so that pupils do not feel defensive. We have a whole school commitment not to use harsh voices, shouting, criticism and shaming. Staff repair interactions

with pupils when they themselves have been defensive. We use the whole curriculum to get to know the pupils better so that pupils feel safe to talk to us, including about painful life experiences that are interfering with their ability to learn. We recognise the need for all of our pupils to have access to at least one emotionally available adult. We adjust our expectations around our pupils, recognising their vulnerabilities, developmental capabilities and experiences of traumatic stress. This includes removing pupils in as kind and non-judgmental way from situations they are not managing well.

**Relate:** We have a whole school commitment to enabling pupils to see themselves, their relationships and the worlds positively. Our pupils are provided with repeated relational opportunities to trust.

**Regulate:** We nurture our pupils so they can learn; regulate our pupils so we can educate. We use interventions so our pupils can feel calm, soothed and safe. We facilitate emotionally regulating, playful, enriched adult child interactions.

**Reflect:** Staff are trained to be good listeners, have empathy and understanding. Pupils are given the opportunity to symbolise painful life experiences through images as well as words. Thrive, PSHE, RSE, and interventions are used as a preventative input. Classroom experiences helps pupils to learn about how they relate to others and regulate themselves.

## 2. Introduction

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of unacceptable behaviour arise, we will consider them in relation to pupil's deliberate actions, a pupil being heightened or a pupil's SEND, although we recognise that not every incident of unacceptable behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of unacceptable behaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of unacceptable behaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

All pupils at Elms School have Social Emotional and Mental Health needs and many are on the Autistic Spectrum continuum. The school recognises that all of our pupils have triggers of behaviour and the anticipation of triggers and provision for SEND is central to the schools holistic approaches.

All pupils have individual positive behaviour plans that consider both the triggers of behaviour and effective strategies for regulation, including strategies never to use. The positive behaviour plans risk assess the likely need for physical interventions and plan responses to:

- Stage 1: Anxiety behaviours
- Stage 2: Defensive behaviours
- Stage 3: Crisis behaviours
- Stage 4: Recovery
- Stage 5: Depression

#### □ Stage 6: Follow up

The school has separate spaces throughout the building which allow the pupils to regulate their emotions during a moment of sensory overload or when heightened. In the Primary School there are three spaces- a sensory room, a calm room with a den and a physical room which is completely padded. Primary classes also have black out dens which pupils can use for regulation. In the centre of the school there is a dedicated sensory circuit room. In the Secondary School there are different offices for either Pupil Support Team members or Thrive practitioners and the Hub.

Staff have received Thrive training and the school has Thrive practitioners as part of the structure. This year different staff have also received training on the Zones of Regulation and Drawing & Talking.

Pupils have sensory breaks as part of their provision plan, which are sometimes facilitated by our Sports Coaches.

As class sizes are smaller than mainstream schools, there is more flexibility in the seating of students.

The school recognises that some pupils require adjustments around the wearing of uniform.

It may also be appropriate to place a pupil on one of our inclusion waves which can mean a reduced timetable, tutoring or alternative provision to support regulation and increase successful engagement with their learning.

When considering a behavioural consequence for a pupil, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to consequence the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence .

Our Assistant Headteachers for Inclusion may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **3. School behaviour curriculum**

Pupils are expected to:

- Practice strategies that help them learn to self-regulate
- Learn to demonstrate respect to members of staff and each other
- Respect their and other pupils right to an education
- Learn to take responsibility for their actions
- Follow the classroom expectations
- Treat the school buildings and school property with respect

- Wear the correct uniform
- Accept consequences when given
- Demonstrate the high expectations Elms has of all, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

The School Council, Leaf, represents the views of all learners and they have worked together to produce a Code of conduct:

- **We will do our best at all times.**
- **We will welcome everyone.**
- **We will be polite and respectful towards everyone.**
- **We will look after our school and everyone and everything in it.**
- **We will only bring things into school that we are allowed to have.**

Class teacher or form tutors should explicitly teach the Code of Conduct and make clear the high expectations we have of our learners and also outline our commitment to learners:

- I will be on time for your lessons
- I will prepare interesting lessons that meet your needs and ability.
- I will listen to your concerns and act on them to the best of my ability.
- I will provide regular feedback so you know how to improve your work.

The Code of Conduct should be referred to throughout the day as appropriate to remind learners of the standard of behaviour that we expect of them and that they have formulated and agreed themselves.

Elms classroom expectations- **kind hands, kind feet, kind words and good listening**- are reinforced throughout the school.

Elms School believes **restorative approaches** are a fundamental component in helping pupils to demonstrate respect, take responsibility and learn to understand their and others' emotions . Restorative Approaches offer a framework that enables young people to develop their social and communication skills.

The approach will require all staff working with our learners to be aware of the principles and language of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community.

The principles and use of Restorative Approaches will be a regular feature in the school's Induction and Continuing Professional Development programme, both at the beginning of the school year and where appropriate at other times.

In addition to this, a team of trained staff will use the model to resolve more difficult problems in a formal and structured manner. These staff have been trained to apply Restorative Approaches to conferences with the "Wrong-doer and the Harmed," with the aim of creating restoration and reparation between those involved.

#### **The Restorative Questions:**

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgmental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected. After settling into the school, each pupil is screened using the Thrive profile. Each pupil's profile forms part of the class or tutor groups Thrive profile. This enables the school to plan both individual and whole class support for Social Emotional and Mental Health needs.

All pupils within our school have SEND and Education Health Care Plans. Reasonable adjustments are made for all of our pupils based on the information within the Education Health Care Plan on entry into the school.

Observation is an important part of the screening of pupils on entry. Refusal to complete tasks would inform any screening.

#### **4. Mobile phones**

While pupils are allowed to bring mobile phones with them on-site, they are handed to their class teacher or form tutor at the start of the day. Mobile phones are returned to the pupil at the end of the day.

Pupils are not allowed to use their mobile phone during the school day, mitigating the risks of distraction, disruption, bullying and abuse.

Mobile phones should be stored during the school day in a safe secure place by the class teacher or form tutor.

As with other personal belongings the school does not accept responsibility in case of loss or damage

#### **5. Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 6. Definitions

**6.1 Unacceptable behaviour** is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes or on the school transport to and from school

**6.2 Serious unacceptable behaviour** is defined as:

- Repeated breaches of the school expectations including persistent disruptive behaviour
- Any form of bullying
- Physical assault against a pupil, including biting and spitting
- Physical assault against a member of staff, including biting and spitting
- Verbal abuse or threatening behaviour
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour including disability
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any other incident that the headteacher deems unsafe and/or serious

**6.3 Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING   | DEFINITION  |
|--|---|
| Emotional  | Being unfriendly, excluding, tormenting   |
| Physical   | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li><input type="checkbox"/> Racial</li><li><input type="checkbox"/> Faith-based</li><li><input type="checkbox"/> Gendered (sexist)</li><li><input type="checkbox"/> Homophobic/biphobic</li><li><input type="checkbox"/> Transphobic</li><li><input type="checkbox"/> Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)   |
| Sexual   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal  | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying   | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites   |

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 7.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour

- Ensuring that staff support pupils to learn to self-regulate, demonstrate respect, take responsibility and understand their and others emotions
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's vision to ensure they understand its expectations and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **7.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Regulate themselves so they are able to regulate the pupils
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **7.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy
- Support their child in reflecting on the impact of their choices
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or tutor promptly
- Take part in any pastoral work following unacceptable behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## **7.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have an expectation to follow the behaviour policy
- The school's key expectations and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with guidance, support, provision or intervention.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **8. Responding to behaviour**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom expectations and Zones of Regulation
- Develop a positive relationship with pupils:
  - Greeting pupils in the morning/at the start of lessons
  - Check-ins at the start and end of day
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally, including using visual reinforcement when needed
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's unacceptable behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### 8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Postcards, Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Elms Reward System:**

Up to 24 credits per day if pupils behave really well and make an extra effort in all your lessons. The credit system works like this:

#### Year 1 - Year 8

Points are earned from Friday- Thursday ready for assembly on a Friday morning. Teachers/ Teaching Assistants record points for each lesson and add them at the end of the day on Thursday.

| Certificate | Points |
|-------------|--------|
| Gold        | 100+   |
| Silver      | 80- 99 |
| Bronze      | 55- 79 |

#### Lesson points

| Points | Expectation   |
|--------|---|
| 0      | Not in lesson   |
| 1      | Completed minimum work and behaviour has been challenging.<br>In and out of lesson.                                 |
| 2      | Completed expected work but hasn't engaged in input. Behaviour has been challenging at points of the lesson.        |
| 3      | Completed all of their work and has shown some engagement. Behaviour has been good with a few reminders from staff. |

|   |   |
|---|---|
| 4 | Completed all of their work and has been engaged throughout the lesson. Has behaved through the whole lesson. |
|---|---|

### Year 9 - Year 11

Points are earned from Friday- Thursday ready for assembly on a Friday morning. Teachers/ Teaching Assistants record points for each lesson and add them at the end of the day on Thursday.

| Certificate | Points |
|-------------|--------|
| Gold        | 85+    |
| Silver      | 65- 84 |
| Bronze      | 40- 64 |

### Lesson points

| Points | Expectation   |
|--------|---|
| 0      | Not in lesson   |
| 1      | Completed minimum work and behaviour has been challenging.<br>In and out of lesson.                                 |
| 2      | Completed expected work but hasn't engaged in input. Behaviour has been challenging at points of the lesson.        |
| 3      | Completed all of their work and has shown some engagement. Behaviour has been good with a few reminders from staff. |
| 4      | Completed all of their work and has been engaged throughout the lesson. Has behaved through the whole lesson.       |

### Points accumulation

Points mean prizes!! Pupils can "cash in" your points each term if they have earned enough or can save them for a "big" prize to spend in Amazon or similar:

- 5000 points = £100 voucher
- 3500 points = £50 voucher
- 2750 points = £25 voucher
- 2000 points = £10 voucher

### 8.4 Responding to unacceptable behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unacceptable behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

All unacceptable behaviour is recorded on CPOMS.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Staff will also consider whether the unacceptable behaviour was a deliberate action of the pupil, a result of a pupil being heightened or connected to their SEND.

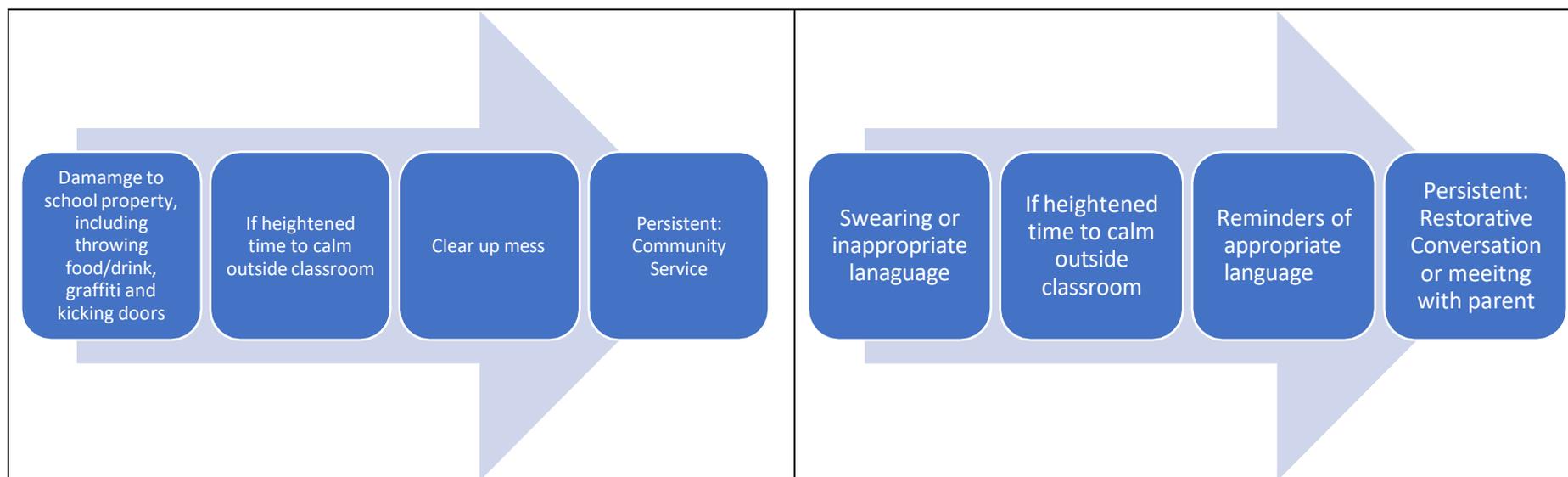
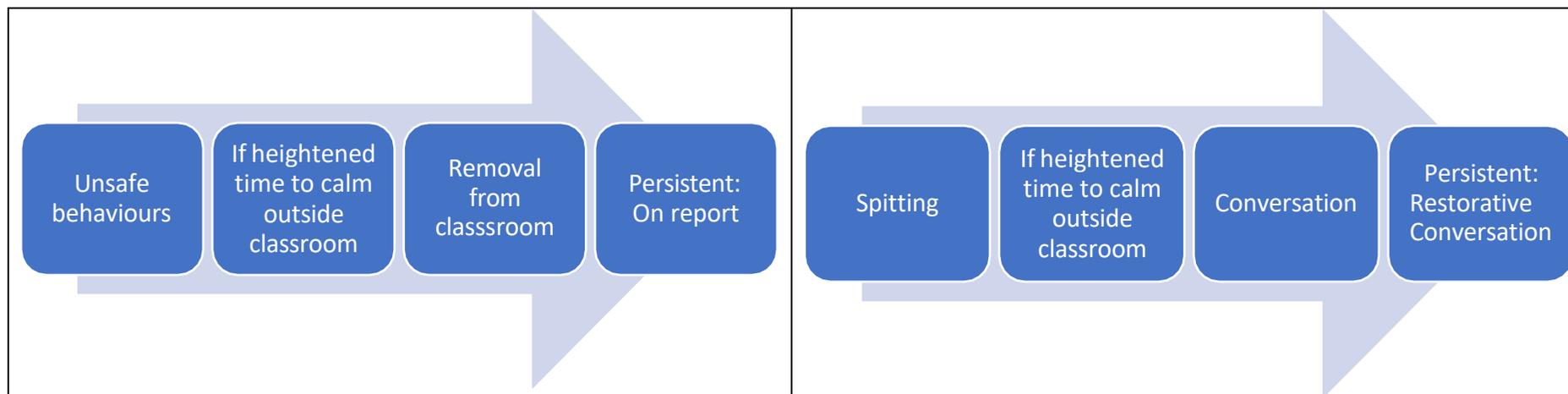
The school may use 1 or more of the following consequences in response to unacceptable behaviour:

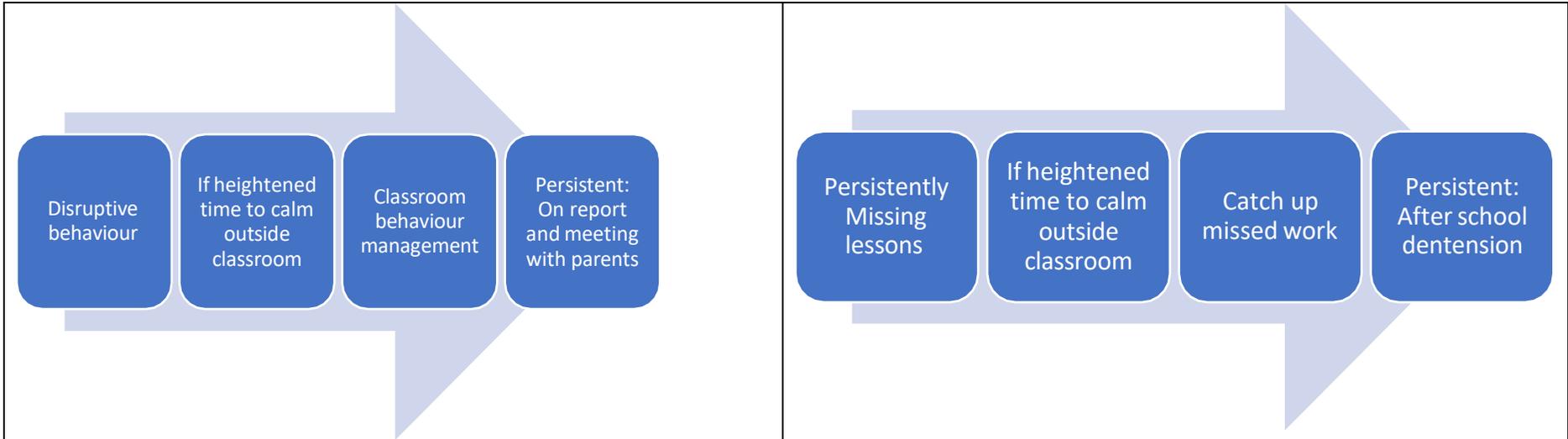
- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

**Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.**

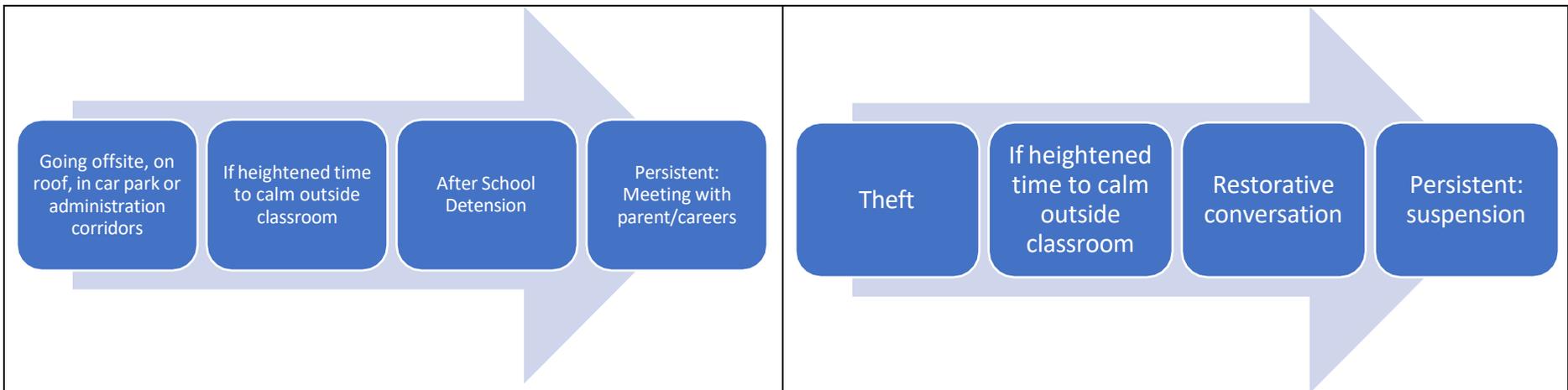
The following table gives guidance to support the regard to the impact on perceived fairness. Elms is a Restorative School, and we use this approach to encourage pupils to repair the harm done. The Headteacher must authorise a removal from the classroom of more than two lessons or any exclusion. We have a flexible approach to meet the needs of individuals. Therefore, the table below is a guide only and every incident will be treated on an individual basis.

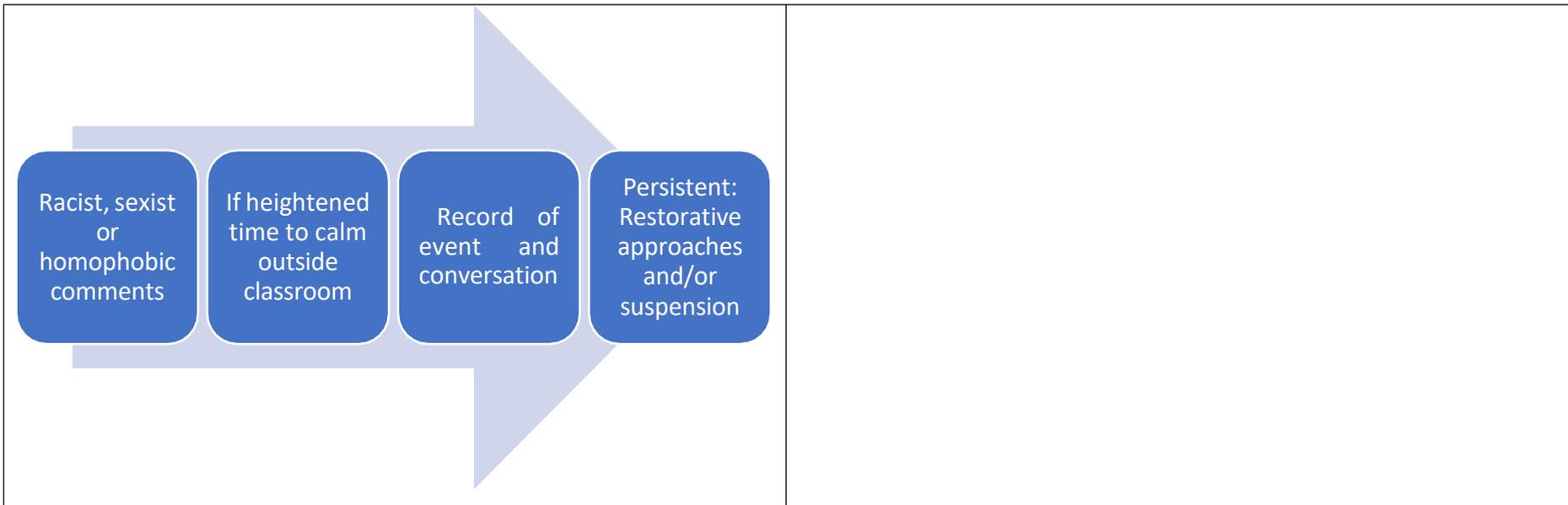
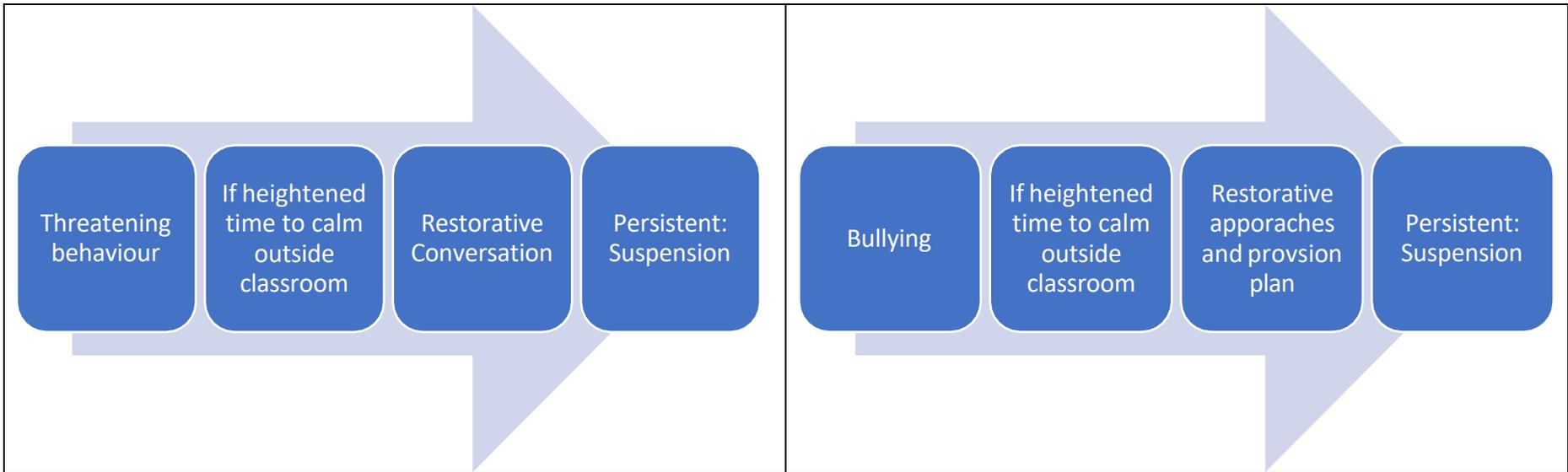
## Class Teacher/Form Tutor/Subject Teacher Responses to Behaviours



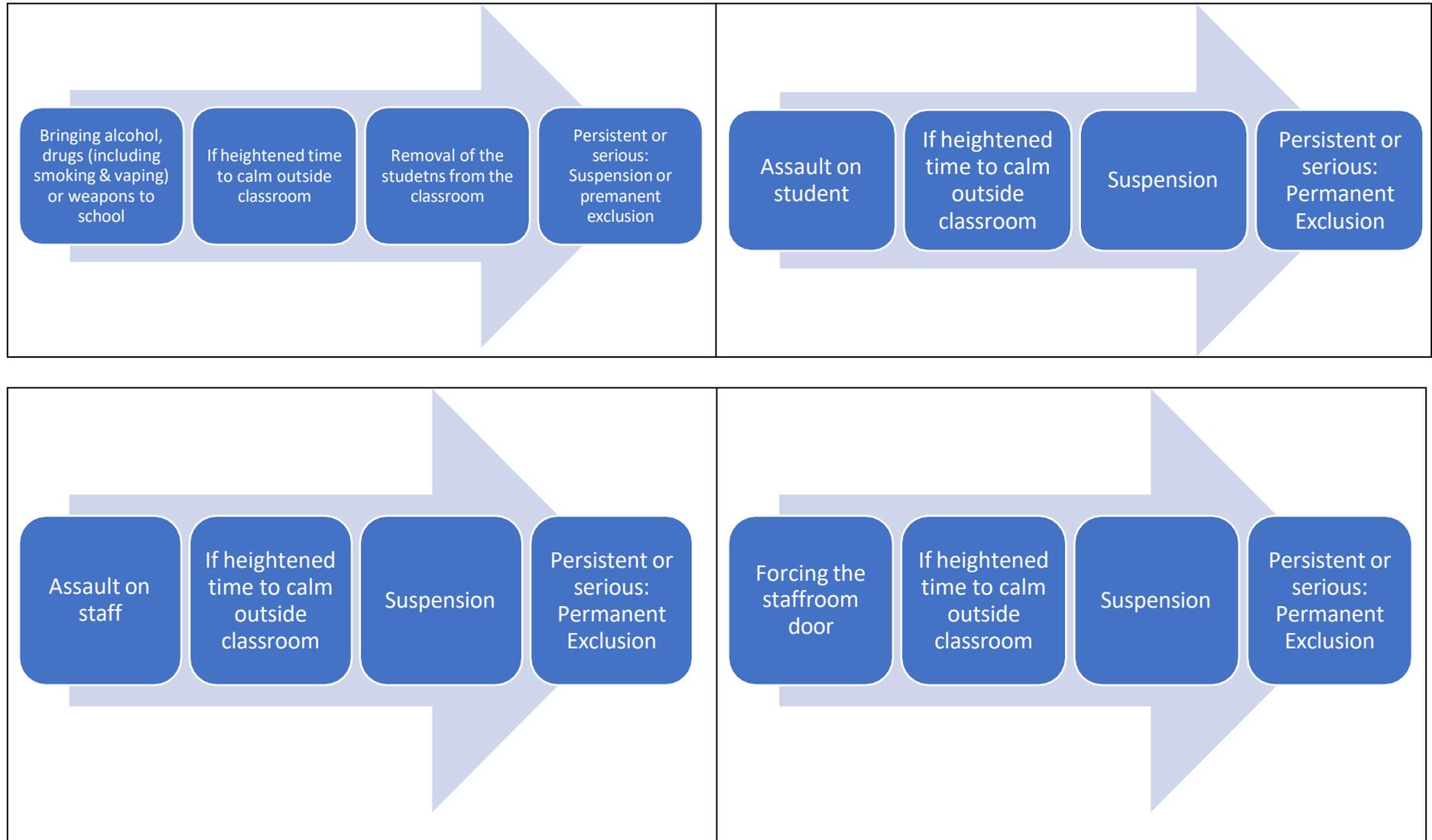


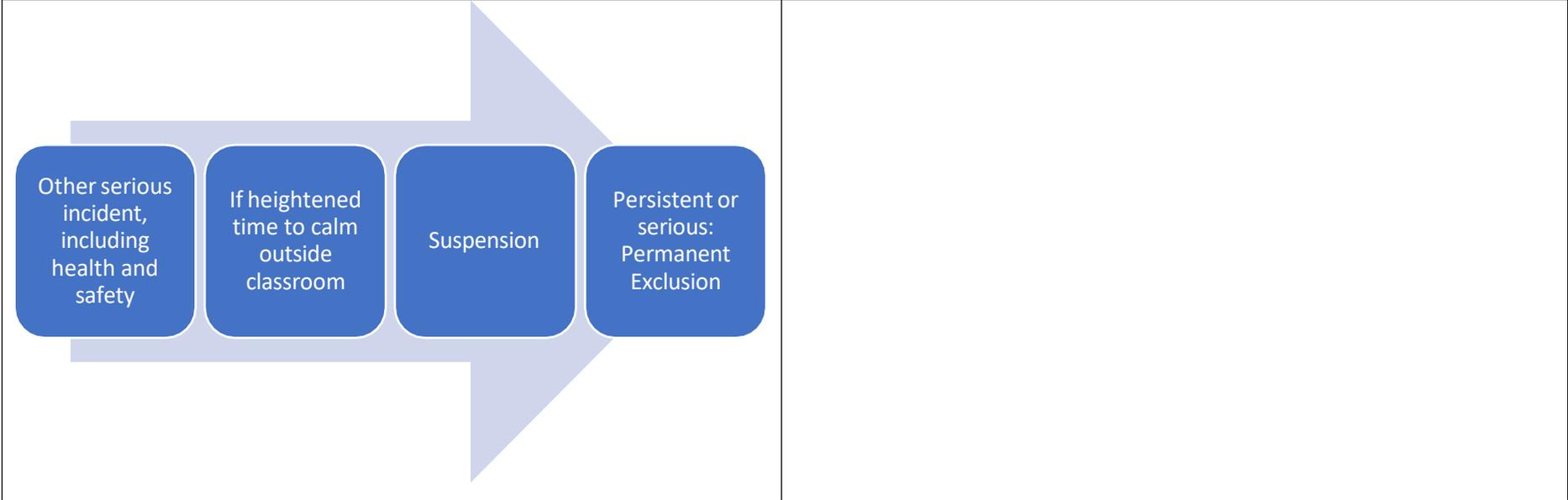
### SLT Responses to Behaviours





## Headteacher Responses to Behaviours





Other serious incident, including health and safety

If heightened time to calm outside classroom

Suspension

Persistent or serious: Permanent Exclusion

## **8.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the bound and numbered book and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff at the Elms are trained in Team Teach.

## **8.6 Off-site unacceptable behaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school, including on school transport
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the unacceptable behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

## **8.7 Online unacceptable behaviour**

The school can issue behaviour consequences to pupils for online unacceptable behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

## **8.8 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or Heads of School will make the decision to make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and implement consequences, if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **8.9 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **8.10 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **9. Serious consequences**

### **9.1 Detention**

Pupils can be issued with detentions during break or after school by teaching staff.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **9.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious unacceptable behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by teaching assistants, teachers or members of the Pupil Support Team, and will be removed for a maximum of two lessons unless under the agreement of the headteacher or Heads of School. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with headteacher, Heads of School or Assistant Headteachers
- Short term behaviour report cards
- Long term behaviour plans
- Changes to provision, sometimes through multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on CPOMS.

### **9.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

We follow the Kent Exclusion Guidance. This can be found at

[https://www.kelsi.org.uk/data/assets/pdf\\_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf](https://www.kelsi.org.uk/data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf)

### **10. Supporting pupils following a consequence**

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Ensuring a pupil has been given time to calm
- Restorative conversations
- Daily contact with the pastoral lead
- Review of positive behaviour plans
- Review of provision plan
- Reintegration meetings
- A report card with personalised behaviour goals

### **11. Pupil transition**

#### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour expectation by teaching the pupil the classroom expectations through tutor session and throughout the school day.

#### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint through Team Teach training
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

### **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every week by the headteacher and Heads of School and every term by the Senior leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

## **Appendix 1: written statement of behaviour principles**

The importance of Climate & Ethos: Meeting our pupils SEMH needs is everyone's responsibility. Staff and volunteers always set an excellent example to pupils.

The Importance of relationships: The development of positive and respectful relationships within our school is a priority

The importance of building protective factors: All aspects of school life are focused on building proactive factor within our pupils. Pupils are helped to self-regulate, demonstrate respect, take responsibility and understand their and others' emotions.

The importance of viewing behaviour in context: We recognise that interactions with others and the context in which actions take place can have a significant impact on shaping behaviour

The importance of exploring the communication function of behaviour: We recognise all behaviour has a communicative function

The importance of maintaining clear boundaries around behaviour: Elms School has high expectations of all our pupils. Every child has a right to an education. All pupils, staff and visitors are free from any form of discrimination. Rewards and consequences are used in line with the behaviour policy.

The importance of a 'joined up' approach to support our pupils with their SEMH needs: Encouraging parental and carer engagement is crucial to implement effective support. Families are involved in behaviour incidents to foster good relationships,

The importance of being non-judgemental: We understand that behaviours are an indication of emotion, and therefore not all behaviours are chosen. We try to make sense of behaviour and avoid responses that might make our pupils feel shame. We respond in an empathetic and caring manner and give opportunities for pupils to repair. Every pupil understands they have the right to feel safe, valued and respected.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

## Appendix 2

### **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

#### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school expectations for which a search can be made, for example suspected possession of school key fobs, keys or radios, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence .

If they still refuse to co-operate, the member of staff will contact the headteacher, Head of Schools or Assistant Headteachers, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited, but not to search for items that are only identified in the school expectations.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school expectations.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

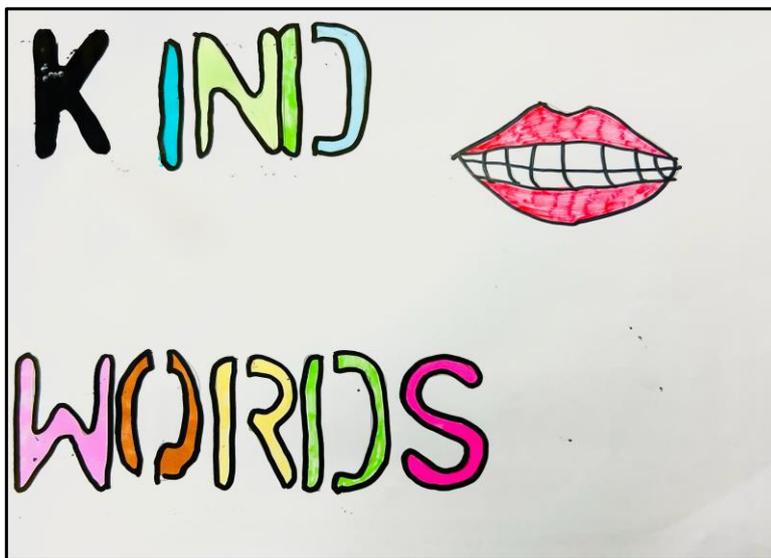
**Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.



# Elms School Classroom Expectations



When we all have kind hands,  
feet and words and good  
listening we can all learn  
together.

Nurturing to Learn